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ABSTRACT

A goal of the Colorado administrator survey is to provide Colorado institutions of higher education and the state board of education with information for the continued improvement of administrator education programs. Of 67 participants, 42 surveys were used. Respondents made assessments concerning major areas of their preparation programs. Major components were basic management, leadership, decision making, problem solving, human relations, personnel administration, curriculum and instruction assessment, and resource utilization. Components and subcomponents were rated on relevance to current position and adequacy of preparation. Well over 70 percent of the respondents indicated each component as relevant to their position. Over 80 percent rated 6 of the 29 components as adequate, including planning and accepting responsibility. Seven components received less than 60 percent adequate ratings, including recruiting, screening, and selecting competent staff members. A table and outline of results are included. The evaluation instrument is appended. (EJS)

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1990 SURVEY OF SCHOOL ADMINISTRATOR PREPARATION PROGRAMS

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1990 SURVEY OF SCHOOL ADMINISTRATOR PREPARATION PROGRAMS

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October 1990

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EXECUTIVE SUMMARY

The Colorado administrator survey is sponsored jointly by the Colorado Department of Education and the Colorado Council of Deans of Education. The implementation of this survey is required by the Teacher Certification Act of 1975 as amended in 1988. A goal of the project is to provide feedback to institutions from former students regarding their administrator programs.

The administrator survey was implemented for the first time in 1989. Survey questions were based upon the State Board of Education standards for the approval of school administration preparation programs. Due to the relatively small size of this year's sample, the content of this report has been abbreviated from that of last year. However, additional information and/or specific feedback pertaining to an individual institution's preparation program is available upon request.

The majority of administrators who completed the survey felt that components in the major areas of their administrator preparation programs were relevant to their current position. There was only one exception. Less than 80 percent of the administrators believed that the component "administering provisions of negotiated employment contracts" was relevant to their current positions. In relation to whether administrators found their preparation to be adequate or not adequate, the distribution of responses was variable. Components where the highest rate of administrators found preparation to be adequate were:

- Ensuring that legal responsibilities of the school are being met and safeguarding legal rights of students, staff, parents.
- Using findings of research and exemplary practice in rational decision-making process.
- Articulating the role and purpose of education in contemporary society.
- Accepting responsibility for results of the decision-making process.

The components for adequacy of preparation with the lowest frequency of administrator response were:

- Working effectively with diverse community groups and involving them in meaningful activities related to the school and educational program.
- Administering provisions of negotiated employment contracts.
- Assessing relationship between cost and effectiveness.
- Identifying, utilizing resources available to schools; including state, federal categorical aid and foundation grants.

Over 80 percent of the administrators rated 6 of the 29 components as adequate in preparation; 60 to 79 percent rated 16 components adequate; and 40 to 59 percent rated 7 of the components adequate.

INTRODUCTION

This report presents the 1990 results of the survey of Colorado administrators, mandated by the Teacher Certification Act of 1975 as amended in 1988. The purpose of the survey is to provide Colorado institutions of higher education and the Colorado State Board of Education with information for the continued improvement of administrator education programs.

The survey form was developed by the Colorado Department of Education in collaboration with a committee of higher education professors of school administration. Questions were based on the State Board of Education standards for approval of school administration preparation programs. The administrator survey was implemented for the first time in 1989. Due to the relatively small size of this year's sample, the content of this report has been abbreviated from that of last year. However, additional information and/or specific feedback pertaining to an individual institution's preparation program is available upon request.

Raters were asked to make assessments concerning major areas of their administrator preparation programs. Each component was rated in relation to relevancy to current position and adequacy of preparation. In addition, the respondent was given an opportunity to indicate specific aspects of an area which were not adequately covered. The major components rated were basic management, leadership, decision-making and problem-solving, human relations, personnel administration, curriculum and instruction assessment, and resource utilization. Opinions were also recorded with regard to practicum/internships, areas of study insufficiently covered or not included at all, overall strengths and weaknesses of the preparation and limitations of the program.

1990
ADMINISTRATOR SAMPLE

Survey Distribution and Response Rate

In spring 1990, survey forms were sent to 120 Colorado administrators. The sample consisted of superintendents, assistant superintendents, principals, and assistant principals who received their administrative endorsements in 1988, 1989, or 1990. A total of 67 survey forms were returned, yielding a 55.8 percent response rate. Twenty-five of the 67 survey forms were eliminated from the database for the following reasons: 14 forms indicated a program completion year prior to 1988; 2 indicated an out-of-state college or university and; 9 indicated both an out-of-state college or university and a completion date prior to 1988. Analyses were conducted based on a sample of 42 administrators.

Colorado Institution Attended: Administrator Preparation

	Number	Percent
University of Northern Colorado	8	19.0%
Colorado State University	5	11.9
University of Colorado-Boulder	1	2.4
University of Colorado-Colorado Springs	7	16.7
University of Colorado-Denver	3	7.1
University of Denver	7	16.7
Western State College	11	26.2
	42	100.0

1990 STATE RESULTS

ADMINISTRATOR PREPARATION PROGRAM EVALUATION

The survey form was developed by the Colorado Department of Education with input from a committee whose members were deans of Colorado institutions of higher education. Survey questions included were based on the standards for Approved Programs of Professional Education adopted by the State Board of Education.

Respondents to the survey were asked to rate components in seven major areas of their administrator preparation program on two different scales. Each one was based on a two-point scale relating to: a) relevancy of each component to current administrator position and b) adequacy of preparation for each component in the major areas (as shown below). Results are presented as percent of respondents.

Relevance to Current Position		Adequacy of Preparation	
Relevant	Not Relevant	Adequate	Not Adequate

In addition, each respondent was granted the opportunity to identify any specific aspects of their programs which they felt were not adequately covered. Administrator opinions were collected regarding practicum/internships, areas of study insufficiently covered or not included at all, overall strengths and weaknesses of their preparation and limitations of the preparation program.

The following pages summarize the results of those respondents who received their administrator endorsements at an institution of higher education in Colorado.

Relevance to Current Position. The majority of administrators who completed the survey felt that all components of the major areas of their administratiors preparation program were relevant to their current posistion. Well over 80 percent of respondents indicated each of the components as relevant with only one exception. Seventy-four percent of the respondents felt that "administering provisions of negotiated employment contracts" was relevent to their job, leaving 26 percent who did not.

Adequacy of Preparation. With regard to whether administrators found their preparation to be adequate or not adequate, the distribution of responses was more variable. Ninety-five percent of the respondents felt that they were adequately prepared in ensuring that legal responsibilities of the school are being met and safeguarding legal rights of students, staff, and parents. Over 80 percent of the administrators rated 6 of the 29 components as adequate in preparation. The 6 were:

- Ensuring that legal responsibilities of the school are being met and safeguarding legal rights of students, staff, parents.
- Planning.
- Accepting responsibility for results of the decision-making process.

- Planning, utilizing physical facilities in an effective manner.
- Using findings of research and exemplary practice in rational decision-making process.
- Articulating the role and purpose of education in contemporary society.

Sixteen of the components received an adequate rating by between 60 percent and 79 percent of the sample. There were 7 components in which less than 60 percent of the administrators rated their preparation as adequate. Only 26 percent felt adequately prepared with regard to identifying and utilizing resources available to school; including state, federal categorical aid, and foundation grants. Forty-six percent of respondents felt that they had been adequately prepared to assess the relationship between cost and effectiveness in curriculum and instruction. The 7 components receiving a less than 60 percent adequate rating were:

- Recruiting, screening, selecting competent staff members.
- Administering provisions of negotiated employment contracts.
- Assessing the relationship between cost and effectiveness.
- Identifying, utilizing resources available to schools; including state, federal categorical aid and foundation grants.
- Articulating financial needs of the schools to staff, parents, citizens: to show relationships between program needs, financial needs, total student development.
- Getting people to work together to achieve organization's goals in the most effective and efficient manner.
- Bringing about change in the organization, it's programs, activities and people.

Table I

1990
Summary: State Results
Ratings of Administrator Preparation Programing

	Relevance to Position		Adequacy of Preparation	
	Relevant	Not Relevant	Adequate	Not Adequate
BASIC MANAGEMENT:				
Planning.	97%	3%	80%	20%
Budgeting.	90	10	66	34
Implementing organizational objectives.	100	--	67	33
Evaluating progress toward achievement of goals and effectiveness of programs.	100	--	68	32
Organizing work, people, resources, instructional programs.	100	--	71	29
Directing the work of others.	100	--	68	32
LEADERSHIP:				
Articulating the role and purpose of education in contemporary society.	97	3	82	18
Ensuring that legal responsibilities of the school are being met and safeguarding legal rights of students, staff, parents.	97	3	95	5
Understanding, planning, implementing procedures to achieve educational accountability.	100	--	62	38
Bringing about change in the organization, its programs, activities, people.	100	--	58	42
Developing, maintaining an effective and efficient management information system suitable to the needs of the school or district.	97	3	60	40
DECISION-MAKING AND PROBLEM-SOLVING:				
Identifying decisions that must be made, or problems that need to be solved.	100	--	77	23
Getting people to work together in arriving at rational decisions.	100	--	75	25
Using findings of research and exemplary practice in rational decision-making process.	95	5	85	15
Accepting responsibility for results of the decision-making process.	97	3	83	17

Summary: State Results	Relevance for your position		Adequacy of preparation	
	Relevant	Not Relevant	Adequate	Not Adequate
HUMAN RELATIONS:				
Managing or resolving conflict so organization's goals are achieved.	100%	--%	60%	40%
Getting people to work together to achieve organization's goals in the most effective, efficient manner.	100	--	57	43
Working effectively with diverse community groups and involving them in meaningful activities related to the school and educational program.	98	2	50	50
PERSONNEL ADMINISTRATION:				
Recruiting, screening, selecting competent staff members.	92	8	58	42
Supervising, evaluating effectiveness of staff.	100	--	68	32
Administering provisions of negotiated employment contracts.	74	26	51	49
CURRICULUM AND INSTRUCTION ASSESSMENT:				
Assessing effectiveness and appropriateness of the scope and sequence of the curriculum.	97	3	69	31
Assessing relationship between cost and effectiveness.	97	3	46	54
Assessing learning abilities, disabilities of students.	95	5	60	40
RESOURCE UTILIZATION:				
Identifying, utilizing resources available to schools; including state, federal categorical aid and foundation grants.	85	15	26	73
Planning, utilizing physical facilities in an effective manner.	98	2	80	20
Developing, administering local school budgets.	85	15	63	37
Articulating financial needs of the schools to staff, parents, citizens: to show relationships between program needs, financial needs, total student development.	97	3	56	43
Utilizing auxiliary business services that are available to the district in an effective manner. (i.e., transportation, food services, purchasing, data processing).	92	8	63	37

1990 STATE RESULTS

ADMINISTRATOR PREPARATION PROGRAM EVALUATION: OPINIONS

Completed Supervised Practicum/Internship for Principalship or Superintendency As Part of Preparation Program

79%	Yes
21%	No

If Yes to Above Question, was Practicum at the Appropriate Level to Your Current Assignment?

100%	Yes
--%	No

Effectiveness of Practicum/Internship

3%	Not adequate
24%	Moderately adequate
73%	Adequate

Was the Practicum/Internship Waived or Substituted by the Preparing Institution Based Upon Previous Administrative Experience?

31%	Yes
69%	No

About 34 respondents (81 percent) took the opportunity to make additional comments relative to the last three questions of the survey. The following are general statewide summaries for these questions:

List any areas of responsibility or functions of your current position that were absent or insufficiently covered in your preparation programs for school administrators.

The areas most frequently mentioned pertained to interpersonal skills and activities: teacher/staff evaluations, discipline, conflict resolution, difficult parents, and staff conflict and management. Other areas mentioned include curriculum developement, school budgeting and finance, school athletics and activities, accountability accreditation, law, and special needs students.

List the strengths of your preparation program (excluding the internship).

School law and school finance were by far the most frequently mentioned strengths of programs. Other areas mentioned included: business, time, and personnel management, instructors --including current administrators, theory, relations with staff and community, and small study groups and classes.

List the limitations of your preparation program.

Many respondents commented that their programs "included too much theory, not enough practical experience," outdated information, and professors who were out-of-touch. Some asked for longer internships and apprenticeships. Other limitations mentioned were: curriculum, facilities, teacher supervision, non-certificated employees, and a lack of in-depth coverage of topics.

STATE OF COLORADO

COLORADO DEPARTMENT OF EDUCATION
201 East Colfax Avenue
Denver, CO 80203
FAX: (303) 830-0793

William T. Randall
Commissioner of Education
Richard A. Laughlin
Deputy Commissioner

March 15, 1990

Dear School Administrator:

In order to fulfill the requirements of the Teacher Certification Act of 1975 (22-60-114), a survey was developed to aid in the collection of information related to administrator preparation programs in the state of Colorado.

This survey is being sent to those of you who received an administrative endorsement since 1988 and who are currently principals, assistant principals, superintendents or assistant superintendents in Colorado school districts. The results will be provided to Colorado institutions of higher education for their use in improving administrator preparation programs. The survey form is anonymous to protect the confidential nature of your response.

We hope you will assist us in improving Colorado administrator preparation by completing and returning the enclosed survey, by April 15, 1990.

Please call Patrick Chapman (866-6882) of the Department of Education if you have questions about the survey. Again, thank you for your prompt attention to this request.

Sincerely,

William T. Randall
Commissioner

WTR/JB/sb

enclosure

1990 ADMINISTRATOR PREPARATION PROGRAM EVALUATION

1. Which of the following best describes your position?

   _____ (a) Superintendent
   _____ (b) Assistant or associate superintendent
   _____ (c) Principal
   _____ (d) Assistant or associate principal
   _____ (e) Other _____

2. How many years have you worked as a school administrator, including the current year?

   _____

3. Please indicate the college or university at which you completed your school administration program which prepared you for your present position.

   _____ (49) University of Northern Colorado
   _____ (50) Colorado State University
   _____ (70) University of Colorado - Boulder
   _____ (71) University of Denver
   _____ (74) University of Colorado - Colorado Springs
   _____ (75) University of Colorado - Denver
   _____ (99) Other _____

4. In what year did you complete this administrator preparation program?

   _____

5. Which endorsement best describes you preparation program?

   _____ (a) Elementary Principal
   _____ (b) Middle, Junior High Principal
   _____ (c) Secondary School Principal
   _____ (d) Superintendent of Schools
   _____ (e) Multiple endorsements, please specify: _____

6. Please indicate the level which best describes your current assignment.

   _____ (a) District office
   _____ (b) Elementary school
   _____ (c) Junior high or middle school
   _____ (d) Secondary school
   _____ (e) Junior/senior high school
   _____ (f) K-12 or multiple level

7. Please indicate the size of your school district.

   _____ (a) 300 or fewer pupils
   _____ (b) 301 to 600 pupils
   _____ (c) 601 to 1,200 pupils
   _____ (d) 1,201 to 6,000 pupils
   _____ (e) 6,001 to 25,000 pupils
   _____ (f) Over 25,000 pupils

CDE - DARU FORM CLEARANCE — RECOMMENDED
FORM NO. CDE-459
UNIT Planning and Evaluation
APPROVAL through August 1990

Please return this form by April 15, 1990 to the Colorado Department of Education, Planning and Evaluation, 201 East Colfax, Denver, CO 80203.

STANDARDS

Listed below are components in major areas of administrator preparation programs. Using the rating scales provided, please indicate how important you feel each component is for your present assignment and how adequate you feel that your administrator preparation program prepared you for this area. Identify in the last column any specific aspects that were not adequately covered in your program.

	Relevance for your position		Adequacy of preparation		Specific aspects of this area that were not adequately covered
	Relevant	Not Relevant	Adequate	Not Adequate	
1. BASIC MANAGEMENT:					
a. Planning.	___	___	___	___	
b. Budgeting.	___	___	___	___	
c. Implementing organizational objectives.	___	___	___	___	
d. Evaluating progress toward achievement of goals and effectiveness of programs.	___	___	___	___	
e. Organizing work, people, resources, instructional programs.	___	___	___	___	
f. Directing the work of others.	___	___	___	___	
2. LEADERSHIP:					
a. Articulating the role and purpose of education in contemporary society.	___	___	___	___	
b. Ensuring that legal responsibilities of the school are being met and safeguarding legal rights of students, staff, parents.	___	___	___	___	
c. Understanding, planning, implementing procedures to achieve educational accountability.	___	___	___	___	
d. Bringing about change in the organization, its programs, activities, people.	___	___	___	___	
e. Developing, maintaining an effective and efficient management information system suitable to the needs of the school or district.	___	___	___	___	
3. DECISION-MAKING AND PROBLEM-SOLVING:					
a. Identifying decisions that must be made, or problems that need to be solved.	___	___	___	___	
b. Getting people to work together in arriving at rational decisions.	___	___	___	___	
c. Using findings of research and exemplary practice in rational decision-making process.	___	___	___	___	
d. Accepting responsibility for results of the decision-making process.	___	___	___	___	

STANDARDS (con't)

	Relevance for your position		Adequacy of preparation		Specific aspects of this area that were not adequately covered
	Relevant	Not Relevant	Adequate	Not Adequate	
4. HUMAN RELATIONS:					
a. Managing or resolving conflict so organization's goals are achieved.	___	___	___	___	
b. Getting people to work together to achieve organization's goals in the most effective, efficient manner.	___	___	___	___	
c. Working effectively with diverse community groups and involving them in meaningful activities related to the school and educational program.	___	___	___	___	
5. PERSONNEL ADMINISTRATION:					
a. Recruiting, screening, selecting competent staff members.	___	___	___	___	
b. Supervising, evaluating effectiveness of staff.	___	___	___	___	
c. Administering provisions of negotiated employment contracts.	___	___	___	___	
6. CURRICULUM AND INSTRUCTION ASSESSMENT:					
a. Assessing effectiveness and appropriateness of the scope and sequence of the curriculum.	___	___	___	___	
b. Assessing relationship between cost and effectiveness.	___	___	___	___	
c. Assessing learning abilities, disabilities of students.	___	___	___	___	
7. RESOURCE UTILIZATION:					
a. Identifying, utilizing resources available to the schools; including state, federal categorical aid and foundation grants.	___	___	___	___	
b. Planning, utilizing physical facilities in an effective manner.	___	___	___	___	
c. Developing, administering local school budgets.	___	___	___	___	
d. Articulating financial needs of the schools to staff, parents, citizens: to show relationships between program needs, financial needs, total student development.	___	___	___	___	
e. Utilizing auxiliary business services that are available to the district in an effective manner. (i.e., transportation, food services, purchasing, data processing).	___	___	___	___	

OPINIONS

1. Did you complete a supervised practicum or internship for the principalship or superintendency as a part of your preparation program?

   Yes _____ No _____

   If yes, was this practicum at the level appropriate to your current assignment?

   Yes _____ No _____

   If yes, rate the effectiveness of this experience.

   Not adequate _____ Moderately adequate _____ Adequate _____

2. Was the practicum or internship waived or substituted by the preparing institution based upon previous administrative experience?

   Yes _____ No _____

3. List any areas of responsibility or functions of your current position that were absent or insufficiently covered in your preparation programs for school administrators.

4. List the strengths of your preparation program (excluding the internship).

5. List the limitations of your preparation program.